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ABSTRACT

This paper describes the Responsible Living Environment (RLE) which has been used to promote a community atmosphere within the University of Wisconsin--Whitewater residence halls consistent with the educational mission of the university. It includes the university's housing mission statement, a definition of Responsible Living Environment, and a description of implementation of RLE. Policies and activities determined by the students are discussed, including visitation, escort policy, solicitation, quiet hours, courtesy hours, and room decorating. Forms are included for voting on RLE policies and for tabulating results. Also included are sample unit agreements, a set of alcohol/party policies and contracts, a statement of general standards for student behavior, and a room painting policy statement. A handout is provided on Chickering's seven areas of development, and information on student concerns and how their concerns relate to Chickering's seven vectors is included. Policies which support Chickering's theory are listed and programming ideas within each of Chickering's vectors are given. Perry's theory is graphically depicted and policies which support Perry's positions are listed. Also included is the article "Residence Halls Unit Agreements: A Step beyond Rules and Regulations" by Thomas A. Scheuermann and Deborah Francis Grandner. (NB)

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The Establishment of a Responsible Living Environment to Promote Student Development

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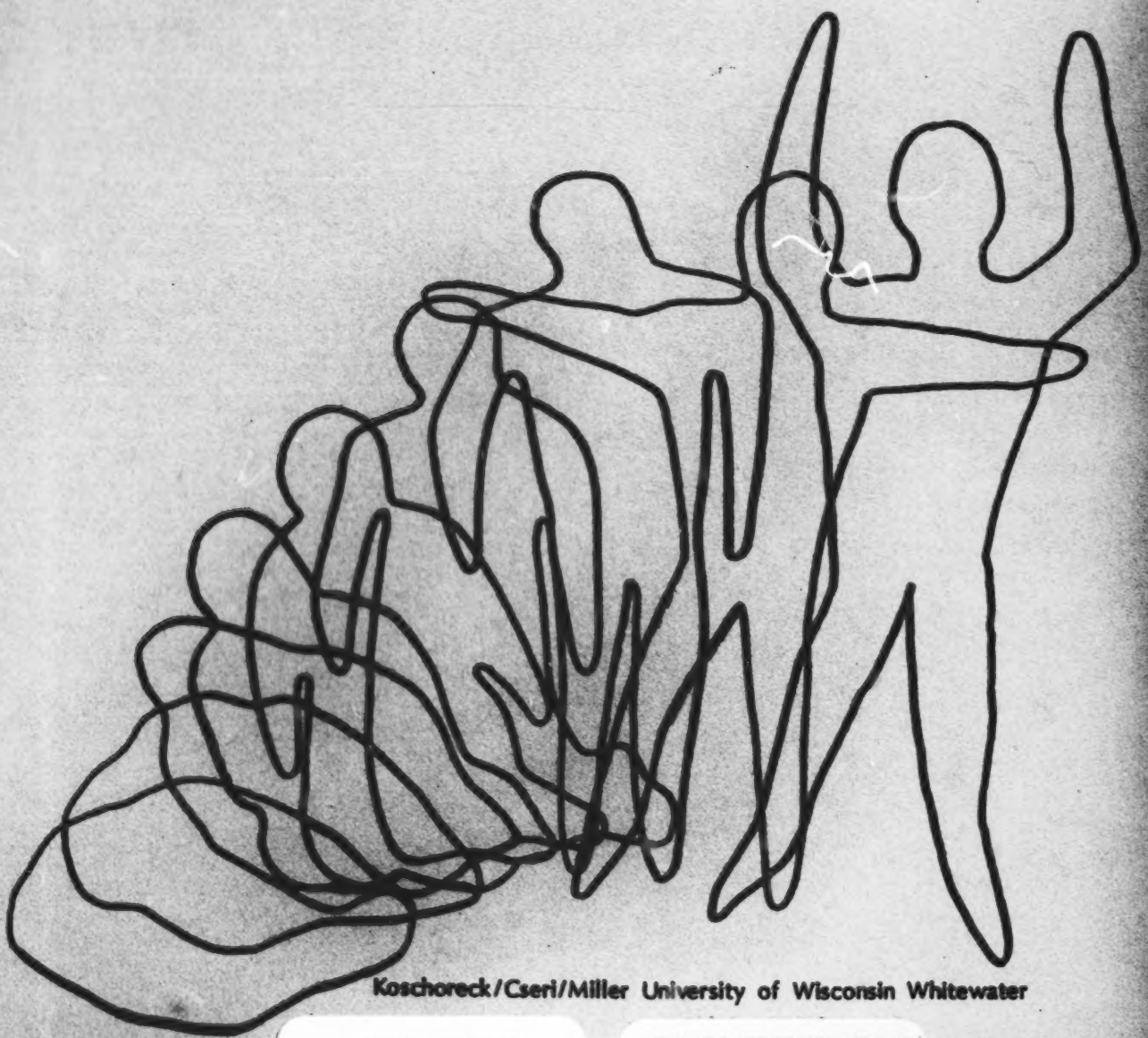

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THE ESTABLISHMENT OF A RESPONSIBLE LIVING ENVIRONMENT TO PROMOTE STUDENT DEVELOPMENT

UNIVERSITY OF WISCONSIN - WHITEWATER

LINDA KOSCHORECK, CINDY CSERI AND DEBBIE MILLER

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CHICAGO
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OFFICE OF STUDENT HOUSING
UNIVERSITY OF WISCONSIN - WHITEWATER

The University of Wisconsin - Whitewater mission statement includes meeting the educational and personal development needs of student through effective teaching, academic advising, and counseling, and through cultural, recreational and extracurricular programs.

In keeping with this mission statement, the Office of Student Housing has identified the following as its philosophical base:

The Office of Student Housing as a department in the Division of Student Affairs serves an integral role in the accomplishments of the institution's educational mission.

The Office of Student Housing has the responsibility to be sensitive to and provide a wide variety of living and learning experiences that support and promote the development and practice of interpersonal, educational, social, cultural and recreational/leisure skills.

The Office of Student Housing has the responsibility to provide a safe, secure, attractive, and educationally - sound environment in order to meet developmental and educational needs of students.

The Office of Student Housing is committed to provide appropriate and accessible programs and facilities that support and encourage participation by minority and disabled students.

The Office of Student Housing has a commitment to ensure a sound organizational structure through selection of a competent staff, sound operational management, and on-going evaluation, review, and update of departmental goals.

Recruitment and retention of students is recognized as a critical role and function of the University. The Office of Student Housing accepts the challenge and responsibilities associated with that aim.

The Office of Student Housing is committed to educate the University community, students and their parents, and the general public to the role and function of the department and to advance the mission of the institution.

The Office of Student Housing is committed to serving as a facilitator of change since change is necessary for accomplishing the goals and objectives of the department and the University.

The Office of Student Housing will maintain compliance with state and federal law in order to protect moral and societal standards.

The Office of Student Housing will maintain an awareness of current events and trends affecting higher education and the related role of Housing.

RESPONSIBLE LIVING ENVIRONMENT

Attached is a copy of the "RLE Statement and Implementation" from the Hall Director manual. In itself it says a lot. It describes what the Responsible Living Environment includes, those policies and activities determined by the students, and how they are voted on. The main goal of RLE is to promote an adult living environment where mutual respect and concern among residents further develops the community atmosphere.

"Responsible Living Environment" is partially an umbrella term of policies and guidelines developed by the state, University, and our Housing Office. What keeps RLE from being yet another set of rules is how we promote the idea. However it is all to easy in the rush of the first few weeks to have the Hall Council run the RLE voting, turn the results into Housing and then forget about it. RLE then becomes something we post in hallways to be torn down and tossed out all too quickly. RLE is not something that mystically happens after the residents vote. It takes work from both the hall's RA staff and Hall Council.

So, you may ask, where does RLE fit in, what is it's place in our whole scheme? If you first think of your role as an <u>educator</u>, RLE is an objective to have the residents live together as adults and be responsible for their environment. For some residents posting the "RLE Vote Results" may be all they need to achieve this objective. Others may need more direct education through individual sessions that results from discipline reports.

However if you re-read the previous paragraphy and change one word "educator" to "disciplinarian," that changes the entire meaning of RLE let alone our own profession. But what keeps the educational focus of RLE and our role in promoting it is the way we approach RLE and where we have it in the scheme of developing community. Residents are not going to "buy into" RLE if they feel that their hall is a place they only sleep. They need to feel some responsibility and commitment to their floor or wing. This "community atmosphere" has to be worked on by both the RA staff and the Hall Council.

The idea of developing community can be simplified into a few steps. The first is interaction and communication; getting the residents to meet and learn about each other. This could take the form of formal or informal meetings, programs, recreation, etc. After this interaction and communication hopefully comes respect and trusts among the floor or wing members. Which then leads to the floor or wing being a community, where the members feel the responsibility and commitment to the whole.

Responsible Living Environment comes into community by reminding the residents that it is their living environment and is therefore their responsibility. Hall Council and floor governments can be effective in promoting this idea. It has worked to have an RA and a floor government representative at a floor meeting to remind the residents of the RLE results and what RLE means to them. One floor went further to set up other "guidelines" for themselves that included respect, trust, friendliness, communication about problems, consideration for others' rights, and an "anti-garbage" rule for hallways and bathroom. Since the residents developed these "guidelines" in addition to RLE, they felt committed to them.

A problem inherent in RLE is that the voting takes place before the third week of class. That is generally much too early to have the community responsibility and commitment. So promoting RLE from the beginning as a responsibility they have as a group becomes an idea they "grow into."

RESPONSIBLE LIVING ENVIRONMENT

The Responsible Living Environment has been used to promote a community atmosphere within UW-Whitewater residence halls, consistent with the educational mission of the University. The Responsible Living Environment provides the opportunity for mutual respect and concern among residents in developing an adult living environment.

As in any living environment, certain policies and guidelines have been established and must be maintained. Responsible Living Environments in each residence hall will include policies established by the State of Wisconsin, Board of Regents, University of Wisconsin-Whitewater, and the Office of Student Housing. These would include visitation and quiet hour parameters, advertising and solicitation, alcohol and drug use, party guidelines, room search, and guest privileges, cohabitation, and discipline.

While standard policies and guidelines are maintained, some flexibility is allowed for residents to provide direction in establishing positive living environments. Through the assistance of hall government representatives and Resident Assistants, students may determine visitation hours, quiet and courtesy hours, escort policy, residence hall renovation projects, mutual painting projects, and sales and political solicitation policies. Through active participation, residents can provide intense direction in providing social, cultural, educational, political, and recreational programming within each residence hall environment.

Although many policies and guidelines have been determined over a period of time, students in residence halls have periodic opportunities to evaluate and review them. Many of the existing policies have been rewritten, due to suggestions received from hall councils, Residence Hall Federation, Resident Assistant Council and other student committees or groups.

IMPLEMENTATION OF RLE

Within a few days after school begins, the residence hall staff and hall government representatives should begin developing and writing the conditions for the hall's responsible living environment. The Hall Director will need to assist this group in determining which policies are standard and which policies may be determined by the students.

The Office of Student Housing should be contacted to clarify any policy interpretation problem. A copy of the conditions for the hall's RLE should be submitted to the Housing Office by the third week of classes. This document should include information regarding:

- Quiet and Courtesy Hours
- Visitation & Escort Policy
- Commercial, Political, & Religious Solicitation

Failure of the Hall council to complete the RLE will result in implementation of visitation, quiet hours, and solicitation restrictions established by the Office of Student Housing.

POLICIES AND ACTIVITIES WHICH MAY BE DETERMINED BY STUDENTS

VISITATION

Definition: "Visitation in the University of Wisconsin-Whitewater residence halls shall be defined as the right of the individual student, with permission of their roommate to invite guests to, and to entertain guests, in his or her room"

"Visitation hours are to be established by each floor with 90% of the residents accepting a particular policy. Visitation policies may be changed when residents feel a change is needed."

The rights of roommate supersede those of a guest in a room. If the roommate(s) is inconvenienced by the presence of a guest, even if it is a time when guests are permitted in the building (i.e. during the approved visitation times), the roommate should ask the host to have the guest leave and if cooperation is not obtained, a staff member should be contacted for assistance.

The importance of this statement is to communicate to all residents that guests do not have rights that are equal to or greater than the residents of the hall, including the roommate who may not wish to have a guest in the room. This should assist in establishing the rights and responsibilities with regard to the visitation policy. It should assist also in resolving roommate conflicts that occasionally arise due to differences of understanding and differences of preferences regarding the privileges that are a part of the visitation policy.

This point should be clearly emphasized to all residents in the Fall as well as to staff who may be asked to assist the residents in confronting a roommate and/or guest who is not cooperating.

ESCORT POLICY

An individual hall may wish to develop an escort system within their hall. Although the escort policy may vary in format, the common element is that guests are to be escorted from lobby areas to student rooms, lounges, and restrooms. Halls wishing to develop escort policies should ask their Hall Directors for advice and/or assistance.

SOLICITATION

Residence hall students may also establish guidelines pertaining to commercial, political, and religious solicitations in the residential living area.

QUIET HOURS

All UW-Whitewater residence halls will have daily scheduled quiet hours. The Responsible Living Environment quiet hours will be common on all floors, throughout the hall. (Wells, by towers, with the exception of intensive study floors).

A major complaint from residents, staff, faculty, and parents is that "the halls are too noisy!!!" Each Responsible Living Environment needs to promote a campaign against noise as a measure to ensure mutual respect and concern for others.

The quiet hours during the week (Sunday-Thursday) begin between 6:00 p.m. and 9:00 p.m. They end sometime after 10:00 a.m. Weekend hours may vary from weekday hours. Residents in each hall should determine quiet hours during the first week of school. Information on established quiet hours should be posted in the hall.

COURTESY HOURS

Courtesy hours in the University of Wisconsin-Whitewater residence halls shall be defined as those hours not designated as quiet hours. The terms "noisy" and "relaxation", etc. are not to be used to identify courtesy hours.

The Hall Council in each hall will need to determine definitions and characteristics of courtesy hours within their hall.

DECORATING YOUR ROOM

We do not need to read research to know that students have a great desire to make their room like "home". To enhance a positive feeling toward the residence hall environment, students are allowed to rearrange furniture, and to paint.

In a "Responsible Living Environment", individuals not only will paint a room for personal choice and also for the residents who will follow in a few semesters. As a result certain restrictions on color, brand names, and design exist.

Students will be held personally responsible for any claims for damages sustained by themselves or others in the room or its furnishings. Examples include construction of bunkbeds, partitions, or lofts. Construction of bunkbeds, etc., must be by mutual agreement of roommates.

University of Wisconsin - Whitewater

Arey Hall 1986-87

Responsible Living Environment Definition

Responsible Living Environment means responsibility for yourself, your actions, your home and your entire living environment. Your living environment includes your room, wing, floor, hall and surrounding halls. In an RLE atmosphere, we must all accept and respect the rules and policies of the hall and University.

RLE RESULTS

_____ Hall

Date of vote: _____

Number or residents: _____

QUIET HOURS:

Sunday through Thursday: from: _____ to: _____

Voting for starting time: _____=_____%

Voting for ending time: _____=_____%

Friday and Saturday: from: _____ to: _____

Voting for starting time: _____=_____%

Voting for ending time: _____=_____%

VISITATION POLICY:

17 hour or 24 hour? # voting for _____=_____%

ESCORT POLICY:

Yes or No?from _____until _____: # voting for_____=____%

SOLICITATION POLICY

Allowed or Not Allowed? # voting _____ =_____%

Hall Director_____

Hall President_____

QUIET HOURS

Sunday thru Thursday:
Begin: _____6pm _____7pm _____8pm End: ____8am _____9am _____10am

Friday and Saturday:
Begin: _____10pm _____11pm _____Midnight End: ____9am _____10am _____11am

VISITATION POLICY

90% of the hall must vote in favor of 24 hour visitation or it will be set at 17 hours.
_____ 17hours _____ 24hours

SOLICITATION POLICY

Do you want salespeople/solicitors to be able to come to your rooms at any time?
_____yes (anyone may) _____no (except for hall activities).

ESCORT POLICY

Do you want males to be escorted from 10pm until 9am? _____yes _____no

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POLICIES/PROGRAMS THAT SUPPORT THIS PHILOSOPHY

Paint policy:	individual rooms and hallways (common areas)
Party policy:	wing, floor and all hall parties
Room assignment:	choose own hall, room and roommate
Voting process:	student vote on escort policy, soliciation, visitation and quiet/courtesy hours
Unit agreements:	individually based for wings or floors
Programming requirements:	Each RA is required to do 4 social and 2 educational programs for his/her wing each semester. The programs need to be spread out over the semester so as to assist in the community development and cohesion of the wing.
Bulletin boards/ door decorations:	are required to be done at the beginning of each semester
Floor Government/ Wing Representatives:	elected by each wing for representation in hall matters
J-Board:	students/peers hear cases, decide cases and impose sanctions
HAC:	ownership in equipment and programs of the hall
Community development:	programs, door decs, wing meetings and any other activity which promotes involvement, decorations of room, hallway
Horizons:	potential RA's are taught interpersonal skills, leadership skills and student development theory prior to being placed
Hall options:	intensive study, single sex, co-ed
Keys:	outside door keys are issued
Documentation:	RA's primarily document policy violations, but students are encouraged to do so as well

RESIDENCE HALLS UNIT AGREEMENTS: A STEP BEYOND RULES AND REGULATIONS

Thomas A. Scheuermann
Deborah Francis Grandner
University of Maryland College Park

INTRODUCTION

Unit Agreements are "social contracts" that are drawn up by each unit (floor, suite, apartment) of students living in residence halls at the University of Maryland College Park (UMCP). At the beginning of the fall semester, residents meet to discuss goals for their living environment and the expectations they have for each other as members of a community. These agreements are negotiated and put into writing. They define for each unit the acceptable range of behavior in a number of different categories, including developing an environment that promotes academic achievement, use of public space, problem solving and conflict resolution, and safety/security issues. These defined behaviors go beyond the domain of the formal rules and regulations of the residence halls and the university.

This article will discuss the philosophical basis of the Unit Agreement program, provide a description of the Unit Agreement process and how it was developed, and present the results of a campuswide study of the program's effect on the residence hall environment.

PHILOSOPHICAL BASIS

DeCoster and Mable (1974) encouraged residence hall educators to design environments that promote responsible citizenship, foster a concern for other individuals, and provide an atmosphere conducive to learning. Residence hall practitioners have a responsibility to review their current approaches to individual and community development and consider how they can systematically effect these goals.

For students to become effective citizens, it is important that they have opportunities to exercise self-direction. "Responsibility, which necessarily accompanies freedom in a democracy, is most effectively nurtured by encouraging the individual to share in decisions affecting him" (Shaffer & Martinson, 1966, p. 12). Furthermore, Stamatakos (1984) states that "whether or not they wish to acknowledge it, all campus citizens carry responsibility for the maintenance of campus rules and of the residence hall and campus community" (p. 15).

At the University of Maryland, an approach to managing student behavior in the residence halls was designed with this citizenship goal in mind. That approach was spelled out in a Process Model developed and implemented by Resident Life staff at Maryland (Neverett, Scheuermann, Slepitza, & Stimpson, 1980). The model applies the concepts presented in DeCoster and Mable's (1974) description of residential environments conducive to learning. Interventions are prescribed in three major areas: expectation stating, norming, and accountability. The Unit Agreement program is a norming intervention that should be viewed in the context of the overall model.

Expectation-stating interventions are those steps that are taken by residence hall staff members to identify the goals of the living environment and prescribe specific guidelines for student behavior on the halls. These statements are made in orientation literature, residence halls handbooks, and unit or hall meetings. Norming interventions include those approaches that facilitate the understanding and adoption of the stated expectations and encourage students to develop personal goals as well as expectations for each other. The Unit Agreement program, developing student leadership, and establishing hall governments are examples of norming interventions. Accountability interventions are those that hold students responsible for their behavior and provide positive or negative reinforcement to encourage or discourage certain actions. Examples of these interven-

We gratefully acknowledge the work of Ms. Roberta Coates and her Denton Community staff at the University of Maryland College Park, who pioneered Unit Agreements in 1980.

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tions are recognition of leadership in the residence halls and awards for excellent programs (positive reinforcers) and billing or judicial action (negative reinforcers).

DEVELOPING THE AGREEMENT

The Unit Agreement development process, initiated during the first few weeks of the semester, takes place in three phases: preagreement (groundwork), agreement (negotiation), and postagreement (follow-up).

1. **Preagreement Phase:** The concept of Unit Agreements (UAs) is introduced to residents at the first unit meeting of the year. During this meeting, the philosophy, history, and benefits of UAs are discussed. Although the agreement is not negotiated in this meeting, the process by which it will be developed is defined. A UA worksheet outlining areas that could be included in the agreement is distributed to unit residents in order to promote thought and discussion prior to the second, negotiation meeting.

   After this introductory meeting, the RA works with the residents (especially the informal leaders who can exert positive influence on their peers) to encourage them to buy into the agreement concept and to lobby for attendance at the next unit meeting, when negotiations will occur. RAs also confer with their supervisors for support and suggestions between meetings.
2. **Agreement Phase:** During this phase the actual negotiation of the Unit Agreement occurs. The RA begins by reviewing the negotiation process. This process can take a number of forms, but it is suggested that the unit members in attendance be subdivided into small groups of residents who will meet to discuss the items to be included in the agreement (e.g., quiet hours), as well as the corresponding specifics (e.g., We will have quiet hours for study, and they will be from 9 to 10 p.m.). Then representatives from these subgroups meet to negotiate the details of the proposed agreement, with the RA serving as a facilitator. The proposed agreement is taken back to the residents to obtain their approval. Reaching consensus among all unit residents is the goal. The discussion process is often more valuable than the content of the document; therefore, the object is not to develop an agreement as quickly as possible but rather to discuss thoroughly each area or item that may become part of the agreement.

   Representatives from different units (e.g., different floors) may need to discuss and agree on the topics that affect all their units, such as quiet hours and use of the recreation room.
3. **Postagreement Phase:** This is the follow-up phase during which the agreement is recorded in final form, typed, and copied for each unit member. Residents may be asked to sign to acknowledge that they have received a copy and/or that they will abide by the agreement. The RA posts extra copies periodically, and the staff refers to the provisions of the agreement as appropriate (e.g., in confronting a noisy resident). They also assist the residents in renegotiating the agreement if that becomes necessary. Renegotiation is especially important at the beginning of each semester or quarter if there are new residents in the unit.

After a successful pilot with Unit Agreements at the University of Maryland College Park, the process was instituted campuswide in 1981 and has continued as an expectation in all residence hall units. The Unit Agreement process is integrated into all levels of staff training at the University of Maryland. Materials for training are based on the model developed by Scheuermann (1982).

EVALUATING THE UNIT AGREEMENTS

Method

During the fall semester of the 1982–83 academic year, the Unit Agreement (UA) process was evaluated by surveying a random sample of residents at the University of Maryland College Park. A survey was distributed to the residents by RAs and collected within a two-week period. The purpose of the survey was to assess the degree of resident participation in the UA process, the level of satisfaction with the process, the content of the UAs, and the perceived effect of UAs on various aspects of residence hall life. The evaluation was also designed to assess the differences in the perceptions of males and females toward the UAs.

Of a total of 1,597 residents surveyed, 1,115 responded: a 70% return rate. The sample closely approximated the overall residential student population on the variables of gender, level in school, and race. Of the respondents, 48% were men and 52% women; 36% were freshmen, 29% sophomores, 21% juniors, and 14% seniors; and 82% were Caucasians, 12% blacks, and 2% Asians—4% listed another race or did not respond to this item.

Results

The survey results are reported in Tables 1, 2, and 3. Item percentages are shown for all

respondents, as well as for male and female respondents separately. Gender differences in responses were measured by using the chi-square (χ^2) statistic. The first section of the three-part evaluation was designed to assess the levels of participation in and satisfaction with the UA process. Six questions were asked of residents in this section. Their responses are shown in Table 1.

Several response sets in Table 1 are noteworthy. First, the UA process had been implemented for almost 97% of the respondents, and about 73% indicated that it had a positive effect on the unit. Second, over half of the respondents reported that they had participated in discussions that led to terms included in the agreements. Although this latter percentage is less than desirable, it may be a reflection of the negotiation process used by some of the units. In these cases, representatives may have been chosen to present the views of several residents who could not or would not attend the negotiation meeting. The third interesting finding is that a substantial percentage of the respondents, over two thirds, participated in approving the UAs. Significant differences in responses between men and women were noted for questions 1 and 5. In comparison with the men who responded to the survey, greater percentages of women respondents indicated that UAs had been completed on their units and saw the UAs as having a positive effect.

Section two of the survey gathered additional information on the content of UAs. Table 2 shows that a variety of items were included in the agreements; noise level (item a) was listed by the greatest percentage of respondents, and safety/security practices (f) and residents confronting each other (g) were circled by nearly two thirds of the respondents.

TABLE 1

RESIDENTS' REPORTED PARTICIPATION IN AND SATISFACTION WITH UNIT AGREEMENTS

Questions	% Responding "Yes" All Respondents	Male Respondents	Female Respondents	χ^2
1. At the beginning of this semester did the RA and residents of your unit meet to develop a Unit Agreement (social contract)?	96.5	95.1	98.2	6.903*
2. Did you participate in the discussions which led to the terms included in your Unit Agreement?	51.5	49.1	53.6	1.963
3. Did you participate in approval of the Unit Agreement?	67.4	67.1	68.2	0.084
4. Are you satisfied with your Unit Agreement?	88.8	86.8	90.6	3.363
5. Has the Unit Agreement had a positive effect on your unit?	72.8	66.7	78.5	16.072**
6. Was the approach your RA took in helping your unit to develop your Unit Agreement an appropriate one?	93.4	91.6	94.8	3.464

*$p<.01$, 1 df
**$p<.001$, 1 df

TABLE 2

ITEMS INCLUDED BY RESIDENTS IN THEIR UNIT AGREEMENTS

Items	% Circling Item All Respondents	Male Respondents	Female Respondents	χ^2
a) noise level	88.0	86.4	90.2	3.40
b) floor lounge use	55.9	46.7	63.6	30.10*
c) bathroom use	54.6	36.3	71.5	131.70*
d) kitchen use	39.6	33.1	45.3	15.92*
e) appearance of hallway area	53.8	54.2	53.8	0.01
f) safety/security practices	65.0	62.3	67.0	2.37
g) residents confronting each other with problems and requests	65.1	60.2	70.4	11.80*
h) residents discouraging vandalism	42.5	50.3	34.6	25.97*

Note. Respondents were asked to circle the areas/items that were specifically mentioned in their Unit Agreement. Figures shown are percentages of respondents who circled each item; more than one item could be circled.

*$p<.001$, 1 df

TABLE 3

REPORTED EFFECT OF UNIT AGREEMENTS ON VARIOUS ASPECTS OF RESIDENCE HALL LIFE

Statements		[1]% Circling Response SA	MA	MD	SD	NO	NR	x^2
The Unit Agreement for our floor/suite:								
a) Has had a positive effect on controlling noise level	(T)	19.3	47.4	13.0	10.2	7.4	2.8	0.610
	(M)	21.9	52.7	14.3	11.1	—	—	
	(F)	20.0	53.5	14.9	11.6	—	—	
b) Has enhanced my ability to study on my hall/in my room	(T)	16.4	39.8	16.7	10.9	13.2	3.0	1.531
	(M)	17.9	47.5	21.5	13.1	—	—	
	(F)	20.1	48.7	18.8	12.3	—	—	
c) Includes reasonable guidelines for use of our floor lounge	(T)	30.6	30.7	5.0	2.2	27.0	4.4	16.286*
	(M)	37.0	48.7	10.4	3.8	—	—	
	(F)	50.5	41.3	5.3	2.9	—	—	
d) Has had an effect on the cleanliness of our bathrooms	(T)	17.8	23.1	20.4	15.5	19.6	3.6	19.582*
	(M)	27.2	34.0	21.7	17.1	—	—	
	(F)	18.9	26.9	30.2	24.0	—	—	
e) Has led to an improvement in the appearance of our hallway/common living area	(T)	10.9	33.6	16.7	11.3	23.7	3.9	36.604*
	(M)	13.8	39.7	23.6	22.9	—	—	
	(F)	15.6	54.3	22.1	8.1	—		
f) Has helped make our unit/floor/suite a more safe and secure place to live	(T)	17.8	13.9	10.1	6.5	23.0	3.5	22.921*
	(M)	18.4	52.9	16.8	12.0	—	—	
	(F)	29.0	54.3	11.2	5.6	—	—	
g) Has led residents of our unit/suite to take a more active role in discouraging other residents from doing vandalism	(T)	14.4	31.0	13.3	7.4	30.5	3.3	6.574
	(M)	19.3	46.0	21.1	13.6	—	—	
	(F)	23.4	49.2	18.9	8.4	—	—	
h) Has been helpful in encouraging floormates and roommates to confront each other with problems and requests	(T)	9.1	20.4	26.2	25.5	15.5	3.2	16.812*
	(M)	13.6	27.1	34.7	24.6	—	—	
	(F)	9.3	23.8	29.7	37.2	—	—	
i) Has had a positive effect on the overall respect residents of our unit/suite have for each other	(T)	27.4	44.0	8.2	6.5	10.6	3.3	12.927*
	(M)	26.8	52.7	12.1	8.3	—	—	
	(F)	35.7	50.4	7.0	6.8	—	—	

Note. For each statement, respondents were asked to circle the statement that they thought appropriate concerning their Unit Agreement. SA = strongly agree, MA = mildly agree, MD = mildly disagree, SD = strongly disagree, NO = no opinion (or: the UA did not cover this area), NR = no response.

[1]Data on males (M) and females (F) is in corrected percentages, i.e., not taking into account NO and NR. Overall, total response percentages are indicated in the "T" row.

*$p < .01$, 3 df

A low percentage of the respondents circled kitchen use (d), probably because few units have kitchens. Six of the seven other items were included in UAs by a majority of respondents. Less than half of the respondents indicated that their UAs contained a provision for residents discouraging vandalism (h). Significant differences in male and female responses can be seen for items b, c, d, g, and h; for all of these items but h, the percentage of women who circled the item was greater than the percentage of men.

In the third section of the survey, residents were asked to indicate the perceived effect of the Unit Agreement process on their unit. Their responses are shown in Table 3.

In four of the items in Table 3 (a, b, c, and i) a majority of residents agreed that the Unit Agreement had a positive effect on their unit. The other five items varied widely in level of

agreement. The strongest levels of disagreement were shown for bathroom cleanliness and confronting others, items d and h respectively. Significant differences in responses between men and women were noted for items c, d, e, f, h, and i. Women respondents showed greater agreement for items c, e, f, and i than did the men, whereas the opposite was true for items d and h.

CONCLUSION

Unit Agreements should be viewed as one component of a comprehensive program dealing with student behavior in the residence halls. An important first step is telling students about the residence hall living expectations (i.e., rules, regulations, and guidelines). The agreements can then be used to facilitate the norming process, since they provide a means for residents to discuss and agree on specific living standards within the context of expectations established by the institution. When individuals do not abide by the rules or standards, they are held accountable by their peers, and, if necessary, by the staff.

In the future, the Unit Agreement program should assume new dimensions, both in the program itself and in assessing its effects. A primary goal should be to involve more residents in developing and approving the UAs. Residents should also be encouraged to discuss and include a wider variety of areas (e.g., intramural participation, hall government structure, social activities) in their agreements. Finally, the effectiveness of the UA program could be evaluated using unobtrusive measures, such as reported incidence of behavior problems, amount of billing, and resident retention.

Developing a UA can be a difficult and time-consuming task. However, many staff members who have developed agreements with their residents report that they experience fewer behavioral problems, and when those problems occur they are easier to manage. At UMCP, UAs are presented to staff as a "pay me now or pay me later" proposition. "Paying now" by developing a UA early in the semester often means that the staff member will have less to "pay later" in handling problems and serving as a rule enforcer—because residents will take the lead in managing their own behavior.

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SAMPLE UNIT AGREEMENT FOR A MEN'S WING
UW-W, Arey Hall 1987
Koplin, Andy

The following are the agreements reached by the men of 4th floor in regard to your living environment:

1. If you see something laying around pick it up.

2. Clean up your vomit or make it in the toilet bowl and then flush it.

3. If you use the stalls instead of the urinal, lift the seat or wipe it off when you're done.

4. Don't tear down signs/post-ups until they are outdated.

5. Keep toilet paper in at least one stall.

SAMPLE OF UNIT AGREEMENT FOR WOMEN'S FLOOR
UW-W, Arey Hall 1987
Grant, Cathy and Schieffer, Peggy

The following are the agreements reached by the women of 3rd floor in regard to your living environment:

1. Lounge: This area is designated as quiet unless, everyone in the lounge agree that small talk may occur. The main purpose of the lounge is for studying.

2. Bathroom: A given standard is that this area should be kept clean, like you would keep your home bathroom. All tampons, sanitary knapkins and wrappings are to be disposed of properly. Dishes are not to remain the bathroom area more than 48 hours after they are cleaned. If this happens, the dishes will be donated to the front desk.

3. Quiet Hours: You, as a resident, must take responsibility and initiative in confronting those that are being too loud. This will occur regardless of whether it is quiet hours or courtesy hours.

4. Incinerator area: Dispose of garbage properly and completely. The area will be kept free of bags of garbage, pizza boxes and remains from emptying your garbage cans.

5. Programming: More floor activities will happen. Residents will help plan and promote activities. You will assist by inviting others to attend the programs.

UNIVERSITY OF WISCONSIN-WHITEWATER RESIDENCE HALLS

GUIDELINES FOR HALL PARTIES
(Sponsored only by Hall Council)

1. Residence hall facilities may be used for social activities or meetings only by residence hall students. Other recognized student organizations must reserve facilities in the University Center or other University facilities. The majority of those in attendance at any function must be residents of that hall.

2. Parties sponsored for the residents by the Hall Council must meet the following requirements:

   A. Each event must have six (6) students from each hall registered as responsible for behavior at the party and for clean-up. A responsible person is one who: 1) has read these guidelines and the Alcohol Beverage Service Policy and agrees to adhere to the policies stated therein; 2) will be at the event and sober throughout its duration, including clean-up and participate in alcohol education program designed to assist in administration of the event.

   B. Parties are restricted to these times:
   Friday-Saturday end by 12:30 a.m.
   (No additional kegs may be tapped after 11:00 p.m.)
   Clean-up by 2:00 a.m.

   NOTE: Intensive Study Halls may have more restrictive hours.

   C. Parties sponsored by the Hall Council may not exceed four (4) per semester. (A party sponsored during Residence Hall Activities Weekend is not included in this count.) Not more than two halls may sponsor an all hall party. The exception to this guideline is a single sex hall having a party with 4 wings from one hall and 4 wings from another hall of the opposite sex. In this case, that event would count as an all-hall party for the single sex hall. The two other halls would fill out the wing party request form. In Wells Hall, a tower party (100-250 attending) would come under the guidelines of a hall sponsored event and must be attended by one RA/per wing involved.

   D. Pre-game warm-ups will not come under the count for Hall Council events. They are limited to 1-1/2 hours directly preceding the game and the amount of alcohol is minimal.

   E. At any party for which hall council funds have been allocated and alcohol is served, a supply of popular or favorite non-alcoholic beverages must be available throughout the party. The initial supply will be determined jointly by the Hall Director and Hall Council. (Water will not be considered a suitable alternate.)

F. Hall Council is responsible for damages in the immediate party areas or for assisting in the identification of those who are causing damages and for the behavior and serving procedures of those in attendance. The immediate party area is defined as the entire basement of a low rise and as shown in a diagram of Wells Hall.

3. The University Food Service contractor shall act as the authorized agent for the University and provide alcoholic beverage sales and services for the residence halls as provided in the University Manual Food Service Contract. Therefore, beer and wine needed for an all hall party must be purchased through the University Food Service.

4. A University Food Service employee, trained by the food service in the serving of alcoholic beverages, must be in attendance at an all hall party and is responsible for serving and/or supervising the serving of alcoholic beverages.

5. Hall Council must sell tickets or have sign-up prior to the party to help determine attendance. Ticket sales must end 24 hours before the event or at the discretion of the Hall Director. Advertising is permitted only in the halls invited.

6. Party sponsor(s) must provide a sign up list indicating individuals planning to attend the event. This list must indicate name and identify individuals meeting the state legal drinking age requirements.

7. Proper means and procedures to identify individuals meeting the legal age must be provided (wrist bands/hand stamps).

8. A deposit of $25 from each hall will be required to be submitted 24 hours in advance to the Hall Director whose hall is hosting the event. The deposit will be held by the Hall Director until clean-up is satisfactorily completed. In the event of damage, the damage will be paid out of the deposit. If a hall fails to show for clean-up, their deposit will be given to the hall which had to clean-up. If anyone from the custodial staff must clean-up after the event, the deposit will go to the Office of Student Housing.

9. The Hall Director from the host hall, the Hall Director or Head RA from the guest hall, and two RA's from each staff must be in attendance.

10. Clean-up for the party includes sweeping and mopping floors, picking up all trash, putting furniture back in order, cleaning the basement bathrooms, etc. The duty RA will inspect the party area before and after the party to determine if clean-up is done satisfactorily.

11. Parties on grounds outside the residence hall must meet the following additional guidelines:

A. A fenced in area must be provided adjacent to the residence hall. The "Snow Fence" must be ordered through the Housing Office at least 7 days prior to the event. There is a charge for pick-up and delivery.

B. The responsible persons must have a system of controlling who enters the party.

C. Again, alcohol (beer and wine) must be provided through the University Food Contractor. A University Food Service employee, trained in the serving of alcoholic beverages by the Food Service, must be in attendance and is responsible for serving and/or supervising the serving of alcoholic beverages.

D. Outside parties can only be held on Friday and Saturday with ending time of 10:00 p.m. Band must cease performing by 9:30 p.m.

E. Outside parties and any activity connected with an event where alcohol is served (i.e. softball game, volleyball game, etc) located other than adjacent to the residence hall are not permitted.

F. Outside parties held in an off campus location (Starin Park, Whitewater Lake, etc.) must be approved by the City of Whitewater Recreation Department or municipality responsible.

RESIDENCE HALL PARTY REQUEST FORM

Please complete this form with SIGNATURES and submit along with the $25.00 deposit to your Hall Director at least 72 hours prior to the event. The signatures acknowledges that each student has read the residence hall party guidelines and understands his/her responsibilities.

NAME_____ TELEPHONE 472-_____

HALL ADDRESS_____ ADDITIONAL HALLS INVITED_____

HALL REQUESTING_____ _____

DATE OF PARTY_____ STARTING TIME_____ ENDING TIME_____

LOCATION OF PARTY_____

THEME_____

Persons responsible (including clean-up)

*1. Chairperson_____ 4._____

2._____ 5._____

3._____ 6._____

RA's who will be present (2/hall Maximum)

1._____ 3._____

2._____ 4._____

Hall Director who will be present_____

Number of people expected_____

Amount of Beverages: (Maximum amounts of alcohol are given).

Beer (1/2 barrel/35 people)_____ Soda (1/2 case/35 people)_____

Wine (1 gal/10 people)_____

Persons completing this request is responsible for payment of all Food Service invoices relating to this party.

SIGNATURE_____ DATE_____

APPROVED:

Your Hall Director_____ Date_____

Complex Coordinator or Host Complex_____ Date_____

UC Program Office_____ Date_____

Clean-up for this event was/was not completed satisfactorily.

Comments:

SAGA_____ DUTY RA_____

UC Program Office_____

1 Copy - Student Chairperson
1 Copy - Food Service
1 Copy - Hall Director

UNIVERSITY OF WISCONSIN-WHITEWATER RESIDENCE HALLS

GUIDELINES FOR WING PARTIES

1. Residence hall facilities may be used for social activities or meetings only by residence hall students. Other recognized student organizations must reserve facilities in the University Center or other University facilities. The majority of those in attendance at any function must be residents of that hall.

2. Wing sponsored functions where the RA (or designated RA) and the wing representative (or designee) are present may be held in the residence halls. These wing parties must follow these guidelines:

   A. Each event must have six students registered as responsible for behavior at the party and for clean-up.**

   B. Parties are restricted to these times:
   Sunday-Thursday - end by 10:30 p.m. Clean-up by 11:00 p.m.
   Friday-Saturday - end by 12:30 a.m. Clean-up by 1:30 a.m.

   NOTE: Intensive Study Halls may have more restrictive hours.

   C. Wing parties may not exceed two per week.

   D. No more than four wings may be in attendance. Only people living on those wings may attend the party. Advertising is permitted only on those wings that will be attending the party. Exceptions must be cleared with the Hall Director of the host hall.

   E. If a single sex hall wishes to have a party with 4 wings from one coed hall and 4 from other, this would count as an all hall party for the single sex hall and the coed halls would fill out the wing party request form.

   F. A wing party must have a supply of popular or favorite non-alcoholic alternate beverages available throughout the evening. (Water will not be considered a suitable alternate.)

   G. Consideration for the rights of others in the residence hall must always be shown.

   H. The sponsors of the party are responsible for damage in the immediate area or for assisting in the identification of those causing damages and for the behavior and serving procedures of those in attendance.

3. The University Food Service Contractor (PFM) shall act as the authorized agent for the University and provide alcoholic beverage sales and service for the residence halls as provided in the University Manual Food Service Contract. Therefore, beer and wine needed for wing parties must be provided through the University Food Service (PFM).

4. A University Food Service employee trained by the Food Service in the serving of alcoholic beverages, must be in attendance at the wing party and is responsible for serving and/or supervising the serving of alcoholic beverages.

5. Party sponsors must provide a sign up list indicating individuals planning to attend the event. The list must indicate name and identify individuals meeting the state legal drinking requirement.

6. Proper means and procedures to identify individuals meeting the legal age must be provided (wrist bands/hand stamps).

7. A deposit of $25.00 from each hall involved will be required to be turned into the Hall Director whose hall is hosting the event 24 hours in advance. This deposit will be held by the Hall Director until clean-up is satisfactorily completed. In the event of damage, the damage will be paid for out of the deposit.

8. Clean-up for the party includes sweeping and mopping floors, picking up all trash, putting furniture back in order, cleaning the basement bathrooms, etc. The duty RA will inspect the basement area before and after the party to determine if clean-up is satisfactorily completed.

** The sponsor is one who: 1) has read this form and the Alcohol Beverage Service Policy and agrees to adhere to the policies stated therein; 2) will be at the party and will remain sober throughout the duration of the event until clean-up; 3) and has participated in an alcohol education program designed to assist in administration of the event.

_____ HALL WING PARTY REQUEST FORM

Please complete this form with signatures and submit it along with a $25.00 deposit to your Hall Director at least 72 hours prior to the party. The students' signatures acknowledge that they have read the wing party guidelines and understand their responsibilities.

NAME_____ TELEPHONE 472-_____

HALL ADDRESS_____ ADDITIONAL WINGS INVITED_____

WING REQUESTING_____ _____

DATE OF PARTY_____ LOCATION OF EVENT_____

STARTING TIME_____ ENDING TIME_____

THEME_____

Students Responsible

1. Chairperson_____ 4._____

2. _____ 5._____

3. _____ 6._____

Signature of RA's who will be present (1 RA/wing)

1. _____ 3._____

2. _____ 4._____

Number of People Expected_____

Amount of Beverages:
(Maximum amount of alcohol are given.)

Beer (1/2 barrel/35 people)_____

Soda (1/2 case/35 people)_____

Wine (1 gal./10 people)_____

YOUR HALL DIRECTOR_____ DATE_____

COMPLEX COORDINATOR_____ DATE_____

Clean-up for this event was/was not completed satisfactorily.

Comments:

DUTY RA_____

1 copy - Student Chairperson
1 copy - Hall Director
1 copy - Complex Coordinator
1 copy - Food Service

UW-WHITEWATER RESIDENCE HALLS
GUIDELINES FOR PRIVATE PARTIES

Definition:

A private party is a gathering of individuals confined to the student's room hosting the party.

Hosts:

Only current residents of UW-W residence halls may host a party in a residence hall room. Other recognized student organizations must reserve facilities in the University Center or other University facilities. Hosts may only sponsor private parties in their rooms on Friday or Saturday nights and the party must end by 12:30 a.m.

Host Responsibilities:

1. All private parties must be registered with the Hall Director 24 hours in advance by the host completing a "Private Party Registration" form.

2. The host is responsible for the actions of all guests in attendance of the party.

3. There must be provided a reasonable balance of alcoholic and non-alcoholic drinks, plus food as determined in the meeting with the Hall Director.

4. Only individual drinks may be made or served; "wops", "keggers", "round robins", and other common source alcohol parties are not allowed.

5. The host must be present at the party at all times, monitoring the actions of his/her guests.

6. The host must abide by State law and not serve individuals under 19 years of age or collect money to enter or sustain the party.

7. The host is responsible for any damage in or around the area of the party occurring that night.

Failure to uphold the responsibilities of a host will result in loss of future privilege to sponsor private parties and may terminate a party in progress.

This registration form must be completed and signed, after consultation with the Hall Director, 24 hours in advance of the party. The party 27 host(s) is expected to know his/her responsibilities and will be held accountable for them.

HOST: _____

_____

Room Number: _____

Phone Number: _____

DATE OF PARTY: _____ NUMBER ATTENDING: _____

Starting Time: _____ Ending Time: _____

TYPE OF DRINKS SERVED:

_____ Beer _____ Wine _____ Mixed Drinks

ALCOHOL SERVED:	AMOUNT:
_____	_____
_____	_____
_____	_____

NON-ALCOHOLIC DRINKS:	AMOUNT:
_____	_____
_____	_____
_____	_____

FOOD PROVIDED:	AMOUNT:
_____	_____
_____	_____

I understand my responsibilities as a host and agree to the above specifications of this registration, and that deviation from the above specifications may terminate the party.

_____	_____
(Host)	(Date)
_____	_____
(Host)	(Date)
_____	_____
(Hall Director)	(Date)

8/85 D-11a

UNIVERSITY OF WISCONSIN - WHITEWATER
800 West Main Street, Whitewater, Wisconsin 53190-1790
Office of Student Housing

September 1985

AREY HALL
Private Party Guidelines

1. One private party per wing per night.

2. Two per month per room, unless no one else has registered.

3. Private parties will not be registered or permitted on the night of an all hall party.

4. You may only register one party at a time, no blanket registration for a month or semester.

5. There will be no common source, including pouring bottled or canned beer into pitchers.

6. No advertisements may be posted to promote attendance at a private party.

7. You must successfully conduct one party before registering for future parties. Private parties are a privilege, NOT A RIGHT.

8. You must be 19 years of age to register a party.

9. The Hall Director reserves the right to reject any request for a private party contract.

10. Any violation of these policies, private party guidelines, or housing policies will result in the breaking up of the party and may also result in disciplinary action as well.

UNIVERSITY OF WISCONSIN-WHITEWATER RESIDENCE HALLS

GUIDELINES FOR PRIVATE PARTIES

1. Residence hall facilities may be used for social activities or meetings only by residence hall students. Other recognized student organizations must reserve facilities in the University Center or other University facilities. The majority of those in attendance at any function must be residents of that hall.

2. Private parties in residence halls in party facilities are allowed on **Friday and Saturday nights only.** Non-sponsored parties are limited to 35 people.

3. Private parties must meet the following guidelines:

   A. Each event must have three students registered as sponsors and three students registered for clean-up. It is the responsibility of the sponsors* to remain for the duration of the party and to remain sober.

   B. Parties are restricted to these times:
   Friday-Saturday end by 12:30 a.m.; clean-up by 1:30 a.m.

   C. Sponsors of private parties are encouraged to supply a suitable non-alcoholic alternate beverage throughout the party. (Water is not considered an alternate beverage). Non-alcoholic beverage must be provided for private parties where under 21 year old individuals are in attendance.

   D. Consideration for the rights of others in residence hall must always be shown.

   E. The sponsors of the private party are responsible for damages in the immediate party area, for assisting in the identification of those causing damages and for the behavior and serving procedures of those in attendance.

   F. Party sponsor must provide a sign up list indicating individuals planning to attend the event. The list must indicate name and identify individuals meeting the states legal drinking age requirements.

   G. Proper means and procedures to identify individuals meeting the legal age must be provided (wrist band/hand stamps).

   H. Failure to meet and maintain the private party guidelines may result in loss of future privilege to sponsor private parties and/or discipline action.

4. For private parties, no student or organization may charge admission at the door for an event where alcohol is being served, nor may they sell alcoholic beverages directly.

5. A deposit of $25.00 from the sponsor or the organization will be given to the Hall Director 24 hours in advance of the party and will be held until clean-up is completed and for any damages resulting from the event.

6. Clean-up for the party includes sweeping and mopping floors, picking up trash, putting furniture back in order, cleaning the basement bathrooms, etc. The duty RA will inspect the basement area before and after to determine if clean—up is done satisfactorily.

* The sponsor is one who: 1) has read this form and the Alcohol Beverage Service Policy and agrees to adhere to the policies stated therein, 2) will be at the party and will remain sober throughout the duration of the event until clean-up; 3) participate in alcohol education program designed to assist in administration of the event.

GENERAL STANDARDS FOR STUDENT BEHAVIOR

Each resident is responsible for becoming familiar with his/her rights and responsibilities written in the Residence Hall Living Guide and in the University Student Handbook. Violation of Residence Hall Policies and Procedures or Standards of Student Behavior shall lead to disciplinary action taken by the residence hall judicial system, the Office of Student Housing and/or the University. Where such action is necessary, residence hall students may also face civil or criminal prosecution.

1. Students are responsible for knowing and abiding by the policies of the residence hall system, as well as the policies of each hall they enter.

2. Students are expected to play an active role in monitoring behavior that occurs in the residence hall community. It is a student's responsibility to confront others who are violating residence hall policies and to report any behavior that is not in keeping with the general standards for student behavior.

3. Students are not to exhibit behavior which threatens any person, harms or causes to place in harm, any person, or to conduct themselves in a lewd, indecent, obscene, or disorderly manner.

4. Verbal or physical abuse of a residence hall staff member is prohibited.

5. Misrepresentation or misuse of student identification or failure to show identification upon the request of a residence hall or University staff members is prohibited.

6. Unlawful possession, use and/or sale of marijuana or controlled drugs on University property is prohibited.

7. Theft, damage, and/or unauthorized possession of residence hall property is prohibited.

8. Students may not tamper with or misuse fire fighting equipment or safety equipment in the residence halls. Failure to respond to a fire alarm within the residence hall is prohibited.

9. The intentional false report of a bomb, fire or other emergency in any University residence hall is prohibited.

10. Unauthorized occupation or entry into any residence hall facility or student room is prohibited.

11. Students are not to disregard a reasonable directive (verbal or written) of a residence hall staff member or a University official.

12. The possession or use of firearms, ammunition, explosives, other dangerous weapons or materials is prohibited.

13. Students may consume alcoholic beverages in the residence halls in conjunction with the UW-Whitewater Alcohol Policy.

14. Students are expected to abide by designated Quiet and Courtesy hours.

15. Students may not have candles with an open flame or burn incense in their rooms.

Students may be removed from the residence halls for the following violations:

1. Verbal or physical abuse of a residence hall staff member.

2. Tampering with fire safety equipment.

3. Tampering with locks, keys, or the security of the building.

4. Possession and/or use of firecrackers, explosives, or weapons.

5. Throwing objects from residence hall windows.

UW-WHITEWATER RESIDENCE HALL
ROOM PAINTING PROCEDURES

Students may paint their own room with paint supplied through the Office of Student Housing. A room paint application must be completed and signed by the hall director. Paint will be issued from the paint office in Wells Hall and a room inspection must be completed upon completion of the painting. Room painting must be completed within 10 days after receiving the paint.

The steps to be followed are:

1. Student completes the room painting application and secures the hall director signature.

2. The student takes the room application to the piant office to secure the paint and necessary paint equipment (roiler, pan, brush, drop cloth, etc.)

3. At the time a student picks up paint from the paint office a notice will be sent by the paint office to the hall director (attachment 1).

4. At the time a student completes painting the room and returns the paint equipment the room inspection report will be sent to the hall director requesting inspection of the painted room. The room inspection is to occur within 72 hours of receipt of the inspection report (attachment 2).

5. Follow up notices will be sent if the student has not returned the paint equipment and/or if the room inspection report is not returned in the time specified (attachment 3 and 4).

6. Notices will be sent to hall directors through their mailboxes located in Salisbury hall room 101. Room inspection reports should be returned to the paint office using Rick Pesik's mailbox located in Salisbury 102.

CHICKERING'S 7 AREAS OF DEVELOPMENT

I. ACHIEVING COMPETENCE

Reaching the confidence level where you feel you can probably accomplish that which you set out to do.

A. Intellectual: gaining critical thinking skills; knowledge acquisition.

B. Physical and Manual: creative and athletic skills.

C. Social and Interpersonal: ability to communicate and interact with others, to develop relationships with significant others in your life.

* A mature person is one we consider to have achieved a balance between all three areas of competence. Problems occur when an individual overemphasizes one area in an attempt to compensate for lack of skill in another.

  e.g. Bookworm who does nothing but study
  Athlete who is excellent on the field, but is flunking
  The good-time partier whom everyone knows and likes, but who is in academic difficulty

II. MANAGING EMOTIONS

Step One: you need to recognize and label your feelings, not deny or ignore them. (They provide useful information in determining behavior.)

Step Two: make decisions about with whom, where, and how you will express your emotions.

* The close living situations in the halls and U apartments enable you to see directly your influence on others: i.e., how what you do affects others around you.
  e.g. hygiene habits; personal quirks; sleeping routine

* Your needs are changing: there is a shift to less dependency on parents, while the importance of the peer group increases.

* Dealing with this area is a very intense experience and oftentimes produces much anxiety and impulsive behavior. The limited ability of students to manage their emotions is reflected in the common problems of: hall damage, roommate conflicts, exploitative sexual encounters, various forms of chemical dependencies and experimentation, excessive anxiety over academic responsibilities.

III. BECOMING AUTONOMOUS

Requires three kinds of independence:

1. Emotional Independence: the freedom of need for constant reassurance and approval from other.

   e.g. of problem types: the "leech"; the resident who asks seven people on the floor their opinion before making a decision; person who calls home for everything.

2. Instrumental Independence: refers to your ability to cope with problems without seeking help; you learn to consult others for input but you make your own decision.

   e.g.: Utilizing various "resource people" on campus to your advantage in making well-rounded decisions.

3. Recognition of one's interdependence: Regardless of how independent and self-reliant you become, you still live within a society of people, you are a social being who needs others.

   * You begin to realize your parents don't know everything.

   * You start relying on your own ability to make decisions regarding right and wrong without totally, unquestionably accepting someone else's standards.

The areas of competence, managing emotions and autonomy lead to the Establishment of Identity, a major aspect of the maturation process.

IV. ESTABLISHMENT OF IDENTITY

This process involves clarification in 3 areas:

1. Physical needs, characteristics, and personal apprearance

   * Which of your physical attributes can you control? Which must you learn to accept? How do your feelings about your body affect your view of yourself?

2. Sexual Identification: What kinds of male/female behaviors are best for me?

   * Am I bisexual, heterosexual, homosexual? How do I feel about that?

3. Sex-appropriate roles and behaviors

   * Defining masculine, feminine for yourself in your value system.
   * What is masculine/feminine to me? Am I that? What does it mean if I am not? If I am?
   * Is being sexually active appropriate for me?

   ** In this area of development there is a lot of experimenting, learning through imitation, innovation, conforming to peer pressure.

   ** Moral and religious issues play an important role for many.

V. FREEING OF INTERPERSONAL RELATIONSHIPS

* Development of greater tolerance for a wider range of persons
* Relationships move to become more genuine, less artificial
* Move toward greater trust and individuality
* Relationships become more honest, simple. Disagreement does not destroy the relationship, nor does distance - not being together for a couple of days, weeks.

VI. CLARIFYING PURPOSE

A. Vocational plans and aspirations

B. Avocational and recreational interests

C. General lifestyle considerations

* Not just "Who am I?", but "Who am I going to be?"
* Not just "Where am I?", but "Where am I going?"
* The notion of lifestyle; things fit together with all your roles pretty well.

VII. DEVELOPING INTEGRITY

Arriving at a point where you know what you believe.

Step one: Humanistic - a shift from belief in the absolute nature of rules to a more relative view.

Step two: Personalizing of Values - making personal decisions about value-oriented situations.

Step three: Congruence - reaching the point where your behavior is consistent with the personal values you hold.

(Taken from Education and Identity by Arthur W. Chickering)

Pat Arcady
September 1980

College Students' Concerns

A. Select five (5) which are most important to you now.

B. Rank those five (5) from 1 to 5 in terms of their importance (most important = 1; least = 5).

___ 1. Being able to control my temper; handle feelings of anger and frustration.
___ 2. Being able to do my academic work successfully.
___ 3. Defining what sort of man/woman I want to be.
___ 4. Knowing how to be "open" with others - being able to tell others how I feel about things that are important.
___ 5. Choosing a career.
___ 6. Being able to "take care" of myself (for example, get my laundry done, budget money).
___ 7. Figuring out what I believe in - identifying my values.
___ 8. Learning to handle alcohol and other drugs.
___ 9. Trying to get along with people who have different beliefs/attitudes (for example, religious beliefs, attitudes about school).
___ 10. Feelings of anxiety about certain things (for example, taking tests, meeting strangers).
___ 11. Being more able to show that I care for others.
___ 12. Being able to identify what I'm good at - what skills and abilities I really have.
___ 13. Being able to disagree with my friends; being comfortable when I'm "different."
___ 14. Knowing how to get along socially (for example, how to meet men/woman how to start a conversation, etc...).
___ 15. Being able to express or control sexual feelings.
___ 16. Being able to understand other people-their feelings and motives.
___ 17. Finding a major.
___ 18. Being more able to behave in ways that are consistent with my values.
___ 19. Knowing how to get things done when not given clear guidelines (for example, independent study projects, solving personal problems).
___ 20. Being able to be more independent from my parents.
___ 21. Having a close, intimate relationship with a young woman/man.
___ 22. Figuring out who I am.
___ 23. Finding a sense of direction for my life; deciding what I want my life to mean.
___ 24. Being able to read/understand college-level material.

Which of Chickerings seven vectors relate to which questions in **College Students' Concerns.**

1. managing emotions vector 2.
2. competence vector 1
3. identity vector 4
4. interpersonal relationships vector 5
5. purpose vector 6
6. autonomy vector 3
7. integrity vector 7
8. competence vector 1
9. interpersonal relationships vector 5
10. managing emotions vector 2
11. interpersonal relationships vector 5
12. competence or identity vectors 1 & 4
13. Interpersonal relationships vector 5
14. Interpersonal relationships vector 5
15. managing emotions vector 2
16. competence or interpersonal relationships vectors 1 & 5
17. purpose vector 6
18. compentence vector 1
19. compentence vector 1
20. autonomy vector 3
21. interpersonal relationships vector 5
22. autonomy vector 3
23. purpose vector 6
24. compentence vector 1

CHICKERING'S VECOTRS: POLICIES WHICH SUPPORT THIS THEORY

Competence:	Intensive study hall option Educational programming Co-ed floors and halls option RLE ownership Living with others, roommates, sharing common bathrooms
Managing Emotions	J-Board creative sanctions: CARE and counseling center Peer influence, Freshman living with Juniors and Seniors Peer outreach center Roommate conflict mediation Crisis intervention Counseling center quarter time assignment
Developing Autonomy	Outside door keys, no curfew Escort policy Needing others for assistance RLE program Community development and ownership
Establishing an Identity	Coed buildings and floors J-board room change sanction Physical appearance of building and influence on behavior and attitude
Interpersonal Relationships	Foreign exchange students within system Handicapped students within system Deal with authority Confront each other for policiy violations Social activities on wing, floor and hall Increase in tolerance of others and differences
Developing Purpose	Career groups in halls WCIS computer system in each hall Quarter time assignment in Career Planning and Placement Decoration of room, hallway and hall Solicitation policy Programming requirements
Developing Integrity	Discipline is black/white: approach is gray Level of creative sanctions or sanctions Living options, choice of roommate Intensive study option Students documenting students

PROGRAMMING IDEAS WITHIN EACH OF CHICKERING'S VECTORS

Vectors 1-3:

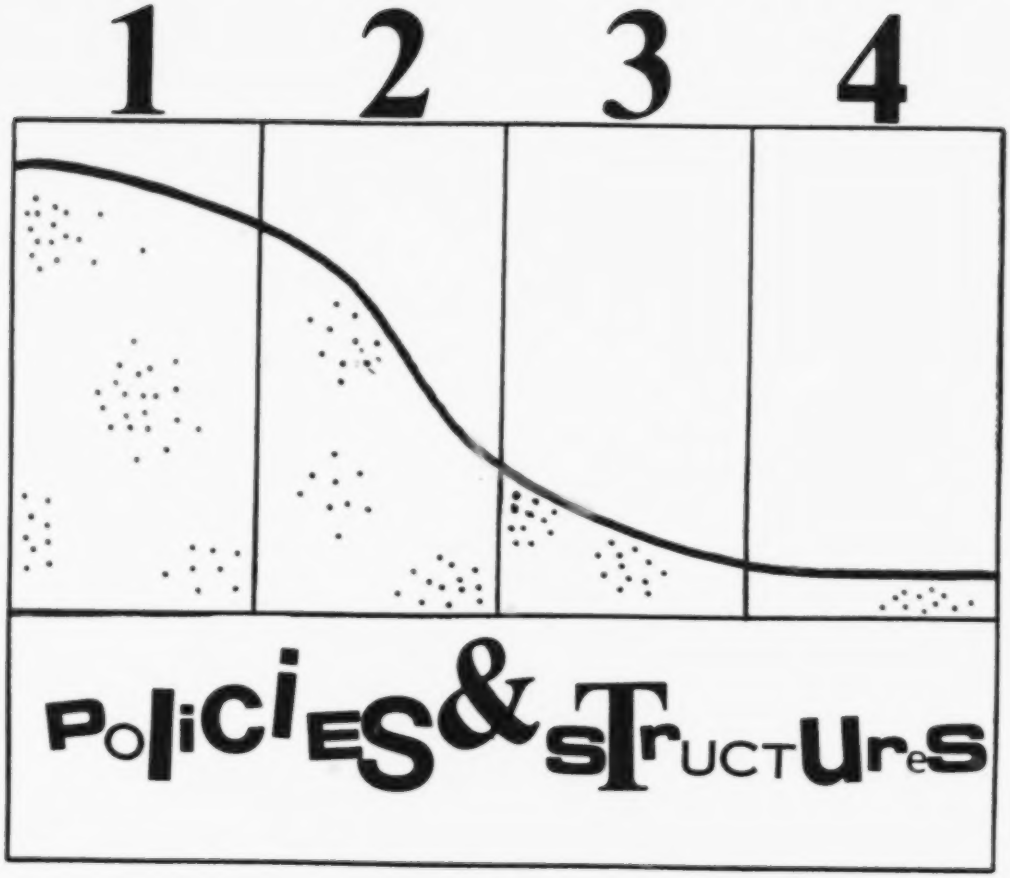
- Relaxation techniques
- Stress management
- Semi-formals and dances
- Interpersonal relationships program
- Physical fitness, nutrition
- Study skills
- Tax return seminar
- In-hall tournaments
- Alcohol education programs
- Time management
- Door/room decoration contests
- Frigid Five run, walk and jog
- Apartment hunting
- Hall wear, sweatshirts, t-shrits, sweat pants, etc.
- Classes offered:
  - Introduction to University Life
  - Maximizing Your Potential
  - Horizons

Vector 4:

- Acquaintance rape
- Intimacy issues (premartial sex, STDs)
- Health center series
- Fitness center
- Mary Kay demonstrations
- Birth control/abortion
- Cold Turkey Week
- Sobriety Week
- Relax series
- Looking Good...Feeling Good
- New Games/Play Fair

Vectors 5-7:

- Career groups
- WCIS computers and indices
- Roommate game
- International week
- Relationships, love issues
- "Freeing the Child Within Us"
- Cultural affairs series
- Theaters, plays, music concerts and art shows
- Cult/Occult talks
- Academic advising



1 DUALISTIC
2 MULTIPLISTIC
3 RELATIVISTIC
4 C. WITHIN R.

PERRY POSITIONS: POLICIES WHICH SUPPORT THIS THEORY

Dualism:

Residence Hall Living Guide
First floor meeting explaining expectations/policies
Choices of hall upon registering
Conflict Mediation between roommates with a contract resulting
Check-out procedure for equipment
Party Contracts
Quiet Hours/Courtesy Hours
Fire safety

Multiplicity:

Closing doors on own when asked
Quiet hours enforcement
Input into policies, RLE voting
Exceptions to policies
Cutting students a break
Discipline approach
Non-alcohol parties on Thursday nights
Paint policy
Unit agreements
RA advice

Relativism:

Discipline arguements
Programming ideas
Explaining party/alcohol policy
Advice from RAs is just that, advice
Residents see beyond superficiality of others